



share

learn

explore

care

hope

understand

believe

Strands include:

- Nature, Concepts, and Systems
- Social Interactions
- Information and Communication Tools
- Information and Communication Processes
- Information Literacy and Decision Making



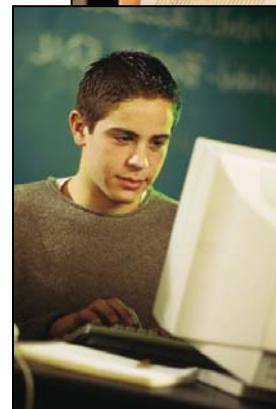
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South Dakota Educational Technology Standards



Eighth Grade



Through the No Child Left Behind Act, the Enhancing Education Through Technology (Ed Tech) Program was created. The primary goal of the program is to improve student's academic achievement through the use of technology in schools. These standards were created and designed to assist every student in crossing the digital divide by ensuring that they are technologically literate by the end of their public education in South Dakota.

Standards with Indicators

Nature, Concepts, and Systems

Indicator 1: Students understand the history and progression of technology in relation to the development and design of future technology.

8.NC.1.1 Evaluate the innovations contributed by individuals and institutions related the development and design of technology.

Indicator 2: Students analyze the parts of a technological system in terms of input, process, output, and feedback.

8.NC.2.1 Compare the effect one system has on another system.

Indicator 3: Students analyze the relationships and connections between technologies in different fields of study and how they apply to communities.

8.NC.3.1 Evaluate technology education skills required to pursue a chosen personal career path.

Indicator 4: Students understand the purpose and demonstrate the use of the design process in problem solving.

8.NC.4.1 Defend the design process in problem-solving activities.

Social Interaction

Indicator 1: Students understand the safe, ethical, legal, and societal issues related to technology.

8.SI.1.1 Outline the components and purpose of school acceptable use policies.

Indicator 2: Students investigate the advantages and disadvantages of technology.

8.SI.2.1 Predict the effects that may result from society's increasing reliance on technology.

Information and Communication Tools

Indicator 1: Students recognize and demonstrate skills in operating technological systems.

8.CT.1.1 Categorize the causes of routine hardware or software problems.

Indicator 2: Students use technology to enhance learning, extend capability, and promote creativity.

8.CT.2.1 Recommend applications that could be extended to other situations.

8.CT.2.2 Demonstrate the ability to utilize virtual learning environments in a classroom setting.

8.CT.2.3 Incorporate the use of keyed technology into any learning environment.

✓ Demonstrate touch-type at 30 gwm with 2 or fewer errors per minute in a 3 minute time period.

Indicator 3: Students evaluate and select information tools based on the appropriateness to specific tasks.

8.CT.3.1 Develop a repertoire of strategies to apply new technologies to tasks.

Information and Communication Processes

Indicator 1: Students understand the purpose of information technologies to communicate with a variety of collaborators.

8.CP.1.1 Evaluate a variety of communication tools for effective and efficient collaboration.

Indicator 2: Students exchange information and ideas for an identified purpose through information technologies.

8.CP.2.1 Integrate effective information technology to manage personal and education information.

Information Literacy and Decision Making

Indicator 1: Students use technology to locate and acquire information.

8.IL.1.1 Design a plan for conducting a search of electronic resources for a given task.

Indicator 2: Students determine the reliability and relevancy of information.

8.IL.2.1 Analyze predetermined online sources for accuracy, relevance, comprehensiveness, and bias.

NOTE: checkmarks (✓) are skills that should be introduced at this grade level to ensure mastery occurs at a later grade.

If you would like more information, specific examples or additional resources, please visit our website.

<http://doe.sd.gov/contentstandards/NCLB/index.asp>